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ABSTRACT

Utilizing the experience of the library of California State University (CSU), Chico in servicing off-campus students who receive instruction via a two-way audio and one-way video communication network called the Instructional Television Fixed Service (ITFS), this paper examines the role that extended campus library services can play in the process of developing and refining on-campus library services. A brief description of ITFS precedes an outline of benefits which have accrued to the central library in the process of servicing the program. These benefits include: (1) greater library involvement of faculty members; (2) increased library awareness of student needs; (3) higher usage of online bibliographic searching; (4) improved collection access and development policies; (5) expanded bibliographic instruction to patrons in use of the library; and (6) enhanced library public relations activities. The library use of videotape recordings for ITFS is highlighted. Finally, consideration of the coordination of off-campus library services leads to recommendations that responsibility for such services be placed in an administrative office equivalent to an assistant director of the university library, and that this responsibility include services to all off-campus community groups involved with the library, particularly alumni. (Author/ESR)

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On Campus Benefits

From

An Innovative Extended Campus Library Services Program

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To be presented October 15th, at the Off-Campus Library Services Conference, called by Central Michigan University, Mt. Pleasant (Michigan) at St. Louis, Missouri, October 14-15, 1982.

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Abstract

This paper is an examination of the role extended campus library services can play in the continuing process of developing and refining on campus library services. Situations presented include faculty relationships, student problems, online data base services, collection access and development, bibliographic instruction as well as public relations. A final argument is made to fix the responsibility for extended campus library services in an administrative office equivalent to an assistant director of the university library.

On Campus Benefits

From

An Innovative Extended Campus Library Services Program

"Courage is not the absence of despair; it is, rather, the capacity to move ahead in spite of despair." Rollo May, The Courage to Create, W.W. Norton & Company, Inc., New York, 1975. p.3.

I am here today to preach the joy of innovation; the fun of looking at the old in a new light; the painful pleasure of taking something small and watching it grow, fall apart, and then creating something better from the ashes.

Innovation doesn't have to come from a $100,000 grant from the U.S. Office of Education--although I'm the first to admit it helps. No, innovation is rearranging what's around you to make it better. Necessity sharpens the challenge.

We in higher education are entering an era of slashed budgets, declining enrollments and frozen admission numbers. Some university administrators have been paralyzed with depression; others have looked at the crisis and realized they can circumnavigate this reality by aggressively recruiting off-campus students.

The strategy of extending service is being greeted

with cries of relief around the country, by some administrations. They budget video cameras, technicians and talkback buttons and with high-tech readiness, gleefully blast off into telecommunication-space.

Academic librarians are the first to understand that the latest electronic enthusiasm is like the arrow that fell to earth they knew not where. We are the foot soldiers of this new frontier, the ones forced to cope with the difficult, physical details of making the airborne classes succeed in providing off-campus students with education equal to those on campus.

Through this electronic service called Instructional Television Fixed Service (ITFS), a professor from California State University, Chico can mention a supplementary book and across the northern one-fifth of California, students in front of 27-inch television sets jot down the title. The problem of getting that book from our shelves at the Meriam Library to an eager pupil in Yreka, 220 miles away is not as easy as holding it up in front of three television cameras and saying, "Look. See. Here it is."

Our task is formidable, but the benefits are surprising. Extended campus services can be a research and development opportunity for academic libraries. This paper will focus on the idea that delivery systems, bibliographic instruction, faculty relationships or collection management techniques

which are developed out of necessity for the off-campus student, can readily be adapted and integrated into the central library services.

At California State University, Chico, we have learned that techniques or programs as developed for off-campus students can make services more effective back on campus. We have found the expense of sending a librarian out to address the needs of three upper-division students attending class in a high school 48 miles away, is money well spent. A potential 14,000 students in Chico are benefitting from solutions the librarian is bringing back to campus.

By analyzing how out-lying students learn; ways of getting materials to students; ways of making students aware of materials, we can devise programs for the transmission of knowledge. Does it matter where the program is developed? No. The important factor is that principles should be transferable. What we want the off-campus students to know about library services is the same thing we want to have happen on campus.

Through the ITFS program, CSU, Chico has integrated the off-campus students into the normal, state-supported student body. We believe this to be a pioneering step in off-campus educational programs. In September, 1979, prior to state-support for these students, there was an enrollment

of 120 students in seven courses at nine sites. The next fall, with state-support, attendance nearly doubled: 238 students in eleven courses. By 1981 there were 399 students taking 25 courses at twelve sites. State-supported students pay fees considerably less than that of extension, self-supporting courses.

Without the ITFS program and the tremendous support the entire University has given the research for off-campus students in the past few years, CSU, Chico would be a relatively small, rural university as it enters the 21st Century. Now, CSU, Chico is at the state-of-the-art in educational technology.

From the President of the University to the technician who adjusts the microwave dishes; from the Director of the Library to the faculty member who teaches a bi-lingual education course on ITFS; everyone has caught the upbeat spirit of progress, change--dare we say growth in these times when smaller-is-okay-I-guess.

CSU, Chico is committed to integrating students, off or on campus; to providing an equal access to education for all. That is our reason for innovation.

For example, when we say we are going to give all of our students equal access to learning resources, then we must solve the problems of who is going to provide the service, where is it going to be housed, how many extra

copies of materials do we purchase; how does accreditation effect what we're doing; are the local facilities adequate for the students.

I would like to share with you some of the things that have been accomplished and some of their possibilities. Part of the excitement of what we are doing, is knowing we are doing what should be done anyway. Remember, necessity sharpens the challenge.

FACULTY

Faculty members are assigned by their department, through the Office of Continuing Education to teach a particular course over ITFS. The faculty needs for library resources, initially, ranged from "We don't need you--a textbook will suffice," to "It's impossible. We need so much."

Our faculty were in a new environment, television. They had been comfortable teaching on campus, usually in the same room, for years. Suddenly they were being thrust electronically over all of northern California. Students out there could see and hear them. They could only hear the students. Our ITFS systems is a two-way audio and one-way video communication network.

An anthropology professor teaching a course faced unseen savages when he stood in front of three television

cameras in the Chico studio-classroom. He was stunned weekly when he received an onslaught of amplified voices to his casual question: "Are there any problems?"

When the librarian approached professors in these situations and asked, "How can I help?" problems quickly surfaced. Few, initially, involved library materials. "Am I doing a good job?" the professor worried. "What do I sound like? I don't think I have the courage to look at myself on video-tape." "Did the chart come across in last week's lecture?" and "There is a person in Red Bluff who needs help with her research."

The librarian works with the faculty member and the student. The knowledge faculty members have of a library is limited, usually not beyond that gained during their years as a student. Today they either own what they want, or keep the library's copy. However, after working together on off-campus problems, the faculty members involved are re-examining their total relationship with the library. Some are even returning library materials.

We have found professors who were assigning materials which are out-of-print; materials which the library doesn't own and never did. Materials yet to be published.

ITFS has made the librarian a necessary partner with the teacher and student. We are able to re-establish our position in the educational process.

STUDENTS

Our program stresses a librarian going to local sites, meeting the students and being aware of some of their specific needs.

With the first visit, it was apparent that a lot of assumptions had been made by the students about the University. This abyss of their general mis-information had to be corrected. In dealing with off-campus education, we are always going to be faced with the fact whoever a university sends off campus, they do become involved in general guidance and counseling. Administrators would prefer this did not happen; but librarians have been doing it for years. Public libarians call it I & R services (Information and Referral).

From the library's standpoint, one of the most persistent problems dealt with the students' expectations of research and study requirements. These are off-campus students used to high school or community college settings. They never had to cope with faculty members who insist upon treating them like graduate students.

Out of this situation our Office of Continuing Education produced a handbook for the ITFS student. The individual responsible for editing the booklet, was not the librarian. He was a member of the staff of advising and orientation.

As a result of everyone's efforts, many student services on campus have upgraded their level of outreach activity, not only to include off-campus students, but also those students working at the University farm six miles outside of Chico as well as students at various teaching resource centers in the service area.

DATA BASE SERVICES

Access to data base services, like DIALOG, SDC or BRS, is standard operating procedure in today's academic library. At CSU, Chico the funds for supplying this resource to off-campus students does not come out of the usual operating accounts for data base services. Although it allows us not to duplicate materials; neither does the materials budget support the service. Since this is a new program, with a new emphasis, the library administration agreed to pay for all searches generated by or because of off-campus activities, from any reimbursement or gift funds.

Probably one out of one hundred students on campus request an online search in an average year. The off-campus student's rate is one out of three.

A reason for this extraordinary high percentage is that a majority of the students are taking education courses. They can use the ERIC data base available on either DIALOG,

SDC or BRS. ERIC searches average three to five dollars each. We own all ERIC documents on microfiche and have approximately 75% of the journal citations retrieved in an average search. Knowing this we gave up trying to provide education indexes in sufficient copies throughout the region. What paper or microfiche indexes exist are used to define the student's topic or research paper. The student then contacts the library at Chico to have a librarian do an online search. The contact can be via telephone, radio, U.S. Mail, delivery van or in person. The choice is left up to the student's needs, location and available means of communication.

Librarians have begun to research the real and actual costs of using print indexes versus the online indexes. I know the data gathered at CSU, Chico will support more student (and faculty) access to these online bibliographic indexes.

COLLECTIONS

The ITFS network has forced us to not create separate collections of materials. At this point in my career, I find it unimportant to worry about where something is, which library has a particular title. Librarians have been developing methods to locate materials. We need to make our systems more reliable and cost conscious. This universal

network we have been refining over decades is the routine of inter-library loan. Somebody wants something and the local library doesn't own it. Inter-library loan finds it and retrieves it. How fast or how efficiently we never really worried about.

In the past we operated under a different philosophy of librarianship. Succiently stated it was: Give me the money and I will purchase, catalog, circulate and shelve all the library materials my patrons will need. Today's philosophy should read something like this: Give me the money and I will provide the access to all the materials my patrons will need. We will buy, catalog and store some materials, but our emphasis will be on providing the channel to get it rather than the shelf to store it.

In dealing with off-campus students, we know we cannot duplicate our collections of materials at all our sites in northern California. We don't even try. About ten years ago Chico did pull together three collections of books on public administration for placement at three sites. Those materials have since either been discarded or given to the local institutions. They were not used. Today we do try to duplicate bibliographic tools, methods or equipment to access materials.

This fall, CSU, Chico is initiating an online catalog/ circulation system using CLSI's LIBS 100 expanded format

with the public access catalog module. The equipment includes 32 ports. Two of those ports are for dial-up access. One of those two ports will be devoted to a test site at one of our community college classrooms.

The student using the online system should be able to dial-up the computer in the Chico library, connect the phone to the keyboard terminal and initiate either an author, title, subject or call number search of the items in the library's collection. The system can also do an abbreviated Boolean search where two categories can be combined--it can give the student a list of all titles owned by the library by Dostoyevski in Russian.

BIBLIOGRAPHIC INSTRUCTION

Training students in the use of library materials is an ongoing situation, a part of our discipline. We devise programs for off-campus instruction, using video recordings of classroom lectures and presentations by librarians. They can either be broadcast live or video-taped classroom sessions.

On campus, subject specialists teach students in a particular discipline how to find and use resources in their field. Despite all good intentions, however, these librarians can never present their lectures to even the majority of students in any discipline within any one year.

There simply isn't time to lecture, work the reference desk and participate in collection development procedures.

At Chico, we are creating pre-programed, taped instructions for the off-campus students. All of the tapes will be kept in the Instructional Media Center making them also bibliographic instructional tools available for on campus students. All CSU, Chico classrooms are wired and equipped with television sets. Professors can ask an IMC technician to play a particular tape whenever it is necessary and convenient for their instructional purposes.

Taping lectures, utilizing four or five major tools within a discipline and having that tape available for use by all students and faculty surely expands our library patron's awareness and understanding of our resources. We're forced to do it with each ITFS class since the students are not on campus.

PUBLIC RELATIONS

I believe in good public relations. When librarians act as public relations specialists we can build services with minimum amounts of effort.

Because of ITFS we needed to make off-campus students aware of library services. Classes on television lasted 50 minutes. Hourly, that left 10 minutes of free air time.

To fill that space IMC technicians video-taped thirty unedited minutes of librarians at their reference desks giving reference services. A portion of the tape was played in the minutes between the televised classes.

Live transmission of faculty lectures is only possible in black and white. Their lectures are in shades of gray. However, video-tapes can be transmitted in color. Reference services were demonstrated in living color.

There are 13 reference librarians in the department and only one tape was made. Not all 13 appeared on the tape. When an off-campus student would telephone and a librarian answered who wasn't on the tape, they would be confused when the voice said, "I just saw you on television. Can you help me?" It took a few calls before they realized who the tv stars were.

COORDINATOR

The most important thing that we have yet to identify has been included as a part of everything we have discussed. All off-campus library activities need to be coordinated. We have been defining specific areas of responsibility. We need a librarian who can work with faculty and students. This work needs to be done, with and through the campus office of continuing education.

The activities at Chico have developed in me a strong opinion that the librarian should also assume an authority in the development, training and coordination of library resources throughout an area. It is apparent that the person should have the responsibility for working with area libraries and librarians in developing cooperative patterns of existence.

With an anticipation of no one opposing that idea, we need to look at other relationships.

At our University I would also call for all the off campus, community groups who are involved with the library to be the responsibility of this librarian. There is a group of important exceptions. At CSU, Chico these can be identified as those subject speciality groups who already work with a subject specialist librarian. What I am trying to identify are the off campus units which need and do not have an access to the bibliographic and learning resources available within the academic library.

Alumni of the university usually have no real spokesperson in the library. Yet, alumni could begin to remove some of the vacuum in our materials budgets; vacuum created by legislatures and restrictive property tax initiatives. In many cases, alumni live within commuting distance of their alma mater. Undoubtedly they are using a local library for materials which they first became aware of

during their years in college. Materials which not only contribute to their profession; but add to their abilities to be productive citizens in our regional communities.

As a public library patron, the alumnus of a local academic institution usually are not well received. He/she is going to be asking for something that the local library doesn't own, and the local librarian will probably have to spend an inordinate amount of time prying it out of the university library. This is one reason why these individuals need a representative in the library to speak for them. That person should be the extended campus librarian. The individual should not only be working with alumni, but also with skilled and professional groups; working to encourage their access to current as well as research literature.

Within library structure, we are talking about a person with administrative clout and status. One of my goals would be to see the off campus activities centered in an office of an assistant director for off campus affairs. An office similar to that currently assigned to the other various assistant directors on most campuses. Only at that level of administrative responsibility can we see a truly unified approach, an integrated solution to the problems associated with off campus learning resources.

Library activities, off campus or on campus, are

compliments, magnets which attract the best of our abilities and the brightest of our technologies. Librarians can bring them together creating better access to resources for everyone.